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ABSTRACT

This report sought to identify, describe, and compare the characteristics of technical assistance as they related to the process of meeting the New York State Department of Education mandate for the establishment of performance based teacher education programs (PBTE). Research questions dealt with (1) the knowledge levels of participants regarding PBTE before and after working on program development, (2) difference in knowledge levels of those who received one-year program registration as opposed to those who received four-year program registration, (3) usefulness of technical assistance for the different categories of respondents. In relating four- and/or one-year program registration to the change in knowledge levels, and the usefulness of seven types of assistance (consultants, internal and external training, conferences, general and skill training materials, and other types) to knowledge of the concept of PBTE, knowledge of the New York State mandate, and knowledge of program preparation, the researchers identified certain trends. Although schools receiving one-year registration indicated less knowledge of the PBTE concept at the outset, they also reported knowing more about it by the end of program development than did participants from schools receiving four-year registration. In general, there was very little difference shown in the usefulness of technical assistance between large and small institutions. Internal training was the most useful type of technical assistance identified. The report concluded that institutions whose program was registered for one year spent more time and gathered more information in seeking to prepare themselves to meet state requirements but, in doing so, seemingly spread their resources widely and dispersed the focus of the project. (MJB)

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Factors Affecting The Institutional Development of

CBTE Programs / vol.6

Technical Assistance

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Preface

In July 1970, Teacher Corps requested all 5th cycle programs to begin developing Competence-Based Teacher Education programs. In July 1971, Teacher Corps required that all programs funded be competence-based. Since that time, Teacher Corps has been a major force in the development, demonstration and implementation of CBTE.

In 1972, the New York State Board of Regents set, as a goal, the establishment of teacher certification that ensures possession and maintenance of demonstrated competence on the part of teachers. The movement to CBTE in New York State should be completed by 1980.

These two facts come together quite naturally.

"What can be learned from the experiences in New York State as the transition is made? What help can be provided educational leaders in all other parts of the nation as a result of the New York State experience?"

We at the State University of New York at Albany were given the opportunity to attempt a response to those questions.

SP 011 408 An inter-disciplinary group of faculty and advanced graduate students in the School of Education accepted that responsibility.

This volume is one of eight written as a result of that acceptance. Details are given in the Introduction that follows.

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Introduction to the TEDS
Research Project

In August 1975 the Teacher Education Developmental Service began a study designed to document the process of program development in teacher training institutions in New York State responding to a statewide mandate for Competence Based Teacher Education. This comprehensive study was completed in July 1976. The efforts of six professors and five research associates from various disciplines in the School of Education were combined to carry out the study. Six reports resulted from the study.

1. "Factors Affecting Institutional Development of CBTE Programs: A Descriptive and Summary Report of the Research."
2. "Process Environment Factors Affecting Institutional Development of CBTE Programs."
3. "Organizational Change Factors Affecting Institutional Development of CBTE Programs."
4. "Decision Making Factors Affecting Institutional Development of CBTE Programs."
5. "Leadership Factors Affecting Institutional Development of CBTE Programs."
6. "Technical Assistance Factors Affecting Institutional Development of CBTE Programs."

HISTORY OF CBTE IN NEW YORK STATE

During the past forty years much change has taken place in the regulation of teacher preparation and certification practices in New York State. Mandatory requirement of a baccalaureate degree for most public school teachers was established in 1936. In 1943, the fifth year requirement was enacted for secondary and special certificates; in 1963 this was extended to elementary certificates. Certification has been granted by the State to students successfully completing an accredited academic program.

Recently the 1972 New York Board of Regents published "Education Beyond High School; the Regents Tentative State-wide Plan for the Development of Post-Secondary Education". That document cited changes in the economic, cultural and educational sectors of society that necessitated a re-evaluation of teacher preparation programs. The Regents goal for the preparation and practice of professional personnel in the school is:

To establish a system of certification by which the State can assure the public that professional personnel in the school possess and maintain demonstrated competence to enable children to learn.

The Regents intended this goal to be implemented in Competency Based Teacher Education programs, with the state maintaining ultimate control through its program registration system.

Groundwork toward a competency-based teacher preparation program was laid in 1971 when 12 field-based trial projects dealing with program revision were sanctioned and supported by the New York State Department of Education. The projects included faculty and staff from public schools and colleges and teachers in training who identified school goals, relevant teacher competencies, evidence that such competencies are influential and training programs to develop those competencies. These trial projects were continued and became models for the institutions now involved in re-writing teacher education programs in a competency-based mode. Other models, including the various Teacher Corps programs, were being developed and tested during the same period.

To implement the goal of state-wide competency based teacher education, a series of regional meetings were held in 1973, outlining new procedures and standards for state certification. A time line for program registration was established, beginning in 1976 for certain elementary certifications, concluding in 1980 with a competency based program for school administrators.

The first round of program submissions was completed in February, 1975. This research report concerns those institutions involved in meeting the February, 1975 deadline.

Statement of the Problem:

What are the processes involved in institutions of higher education and their consortia as they responded to a New York State mandate for CBTE?

The February, 1975 deadline for programs in elementary education, special education of the deaf and blind, and speech-hearing education marked the first mandate change toward Competency-Based Teacher Training in New York State. One hundred and forty-three teacher training programs in sixty institutions were required to respond to this deadline by submitting teacher training programs for program registration to the State Education Department, Division of Teacher Education and Certification. Due to the wide variety of institutional settings and characteristics represented by this group of teacher training institutions, responses to the state mandate took varying forms. Despite these differences in institutional settings and characteristics, the Division of Teacher Education and Certification was confronted with the problem of applying and developing standardized criteria upon which to base decisions regarding program registration. It is from these two phenomena; 1) the variations in institutional setting and characteristics, and; 2) the Division's state-wide mandate and standardized criteria for program development and registration, that the problem which this study addresses emanates.

This study concerns itself with the first part of the problem: the process of developing CBTE programs in sixty institutions in New York State with varying institutional settings and differing organizational, social, and physical characteristics.

Purpose

The purpose of this study was to: 1) identify, 2) describe, and 3) compare the characteristics (elements or factors) of the process of designing CBTE program proposals in various institutions in New York State as they responded to a state-wide mandate for CBTE.

Focus

The study focused upon those institutions which:

- 1) were to submit teacher training program proposals to the State Education Department, Division of Teacher Education and Certification on or before February 1, 1975. These include programs for the preparation of teachers in the following subject areas:
 - a. N-6
 - b. Special Education
 - c. 7-9
 - d. Speech-Hearing
 - e. Deaf
 - f. Blind
- 2) received one-year and/or four-year registration of their program proposals from the State Education Dept., division of Teacher Education and certification,
- 3) met the criteria set by the researchers regarding institutions, and whether or not they were public or private institutions containing appropriate programs, and,
- 4) indicated a willingness to participate in the study by allowing administration of questionnaires. It should be noted that the state mandate places Responsibility for program design upon the institutions of higher education. However, the mandate also requires that the institutions design the programs by collaborating with school district personnel and personnel from appropriate professional agencies. This collaborative group is known as the consortium and becomes the focal point for data collection in the study. The consortium also included sub groupings termed the Policy Board and Task Force whose behavior and involvement in the process will be analyzed.

Population

The population for this study consisted of those institutions which were required to submit CBTE program proposals to the State Education Department, Division of Teacher Education and Certification on or before February 1, 1975. Sixty institutions fell into this category encompassing one hundred forty-six teacher training programs. These programs proposed to train elementary school teachers in the following areas:

1. N-6 (81)
2. Speech Hearing (25)
3. 7-9 (6)
4. Deaf (3)
5. Blind (1)
6. Special Education (30)

146----

Sample

The researchers assumed that factors of institutional size and whether or not institutions were publicly or privately funded could provide a basis for comparison. Also, two categories were formed on the basis of whether or not institutions received one year or four year registration from the SED. Comparisons are made on the basis of these categories of analysis in each report. The categories formed on the basis of these criteria (size, funding, and registration) follow:

One year registration

Large public	4
Large private	4
small	4

Four year registration

Large public	4
Large private	4
Small	4

7.

There was an insufficient number of small institutions to categorize them into private or public categories. One category had only four institutions and therefore the decision was made to place four institutions in each category to insure a balanced response from all categories. Initially, institutions to be placed in the remaining categories were chosen to insure the widest possible geographical dispersion throughout the state. Some institutions declined participation in the study. Back-up institutions were also selected on the basis of geographical dispersion and availability.

An additional category of institutions was constructed from institutions which submitted two programs which received differing program registration (1 year or 4 year). This was done to provide a comparison of one and four year program development within institutions. This category was divided into public and private institutions.

One and four year registration

Public	(4)
Private	(4)

As a result of these categories and the necessity to place four institutions in each category thirty two institutions comprised the sample.

Eighteen of the 32 institutions responded.

Eight individuals at each institutions were identified according to role. These roles were identified in order to allow for a representative sample of all groups involved in the development of the CBTE program. The individuals identified were as follows:

- School of Education Dean or Department Chairman
- Public School Principal on the Policy Board
- Public School Teacher on the Policy Board
- College Faculty Member on the Policy Board
- Task Force Chairman
- Task Force Member from public school
- Task Force Member from college faculty
- Chairman of Policy Board

Each individual described above was given one questionnaire specifically designed for his role. (For further information see Appendix B)

Data Collection

Due to the complex nature of the data the difficulties in the logistics of data collection, the decision was made to collect data through a questionnaire. Whenever possible (twenty seven of the thirty two institutions) the questionnaire was administered by one of the researchers at a meeting of the individuals filling out the questionnaire. The data gathered was either brought back by the researcher or mailed in by the respondents. Thus, the majority of the data was collected through on-site visitations.

Summary

The information presented in this section of the report is provided to introduce and explain the context and conduct of the comprehensive study. More specific information regarding the entire study is available in Report #1, "Factors Affecting Institutional Development of CBTE Programs: A Descriptive and Summary Report of the Research."

5. Which types of technical assistance were most useful in institutions with CBTE program registration of one year or four year?
6. Which sources of technical assistance were most used and which were most effective in institutions with CBTE program registration of one year or four year?
7. What is the relationship between four year program registration and the usefulness of each type of technical assistance?
8. What motivates participants to seek information on the elements of CBTE?

Of the 18 institutions which responded, 15 institutions and 73 CBTE Program Development participants provided usable data for this report. Tables 1 and 2 show the sample breakdown.

TABLE 1

Report of the number of institutions participating in the study by CBTE program registration, public or private and size.

1 Year				4 Year			
Public		Private		Public		Private	
Large	Small	Large	Small	Large	Small	Large	Small
N=3	N=0	N=3	N=3	N=1	N=0	N=3	N=2

TABLE 2

Report of the number of CBTE program development participants by role.

Role	N
Dean	13
Principal (Policy Board)	11
Teacher (Policy Board)	7
College Faculty (Policy Board)	9
Task Force Chairperson	7
Public School Task Force	10
College Task Force	9
Chairperson of the Policy Board	7

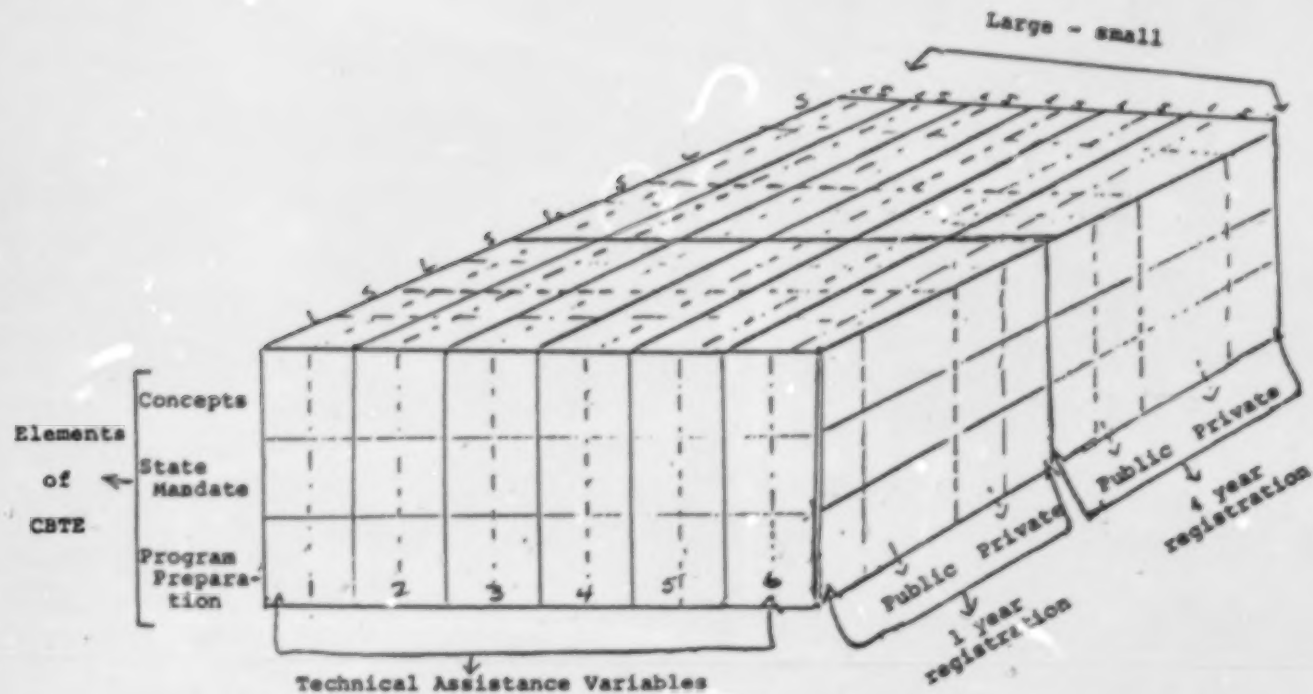
In order to gather information on the types and specific sources of assistance used by the target population, a Technical Assistance section was included in the total project questionnaire. The section sought first to identify the respondent according to their role in the development of CBTE programs. Secondly, it sought to have respondents rate their knowledge before involvement in CBTE program development and their knowledge and source of this knowledge upon completion of the document on the following three elements of CBTE: 1) the concept of CBTE; 2) the New York State Mandate and; 3) the preparation of CBTE programs. The third purpose of the Technical Assistance section was to solicit information on the motivations of the respondents to gather knowledge on each of the three elements of CBTE. Fourthly, participants in the study were asked to rate the usefulness of each type of technical assistance for each of the following variables:

1. Consultants (CONS): Persons used for advice, not to be confused with persons used for training purposes.
2. Internal Training (IT): Training led by groups/persons on the institutional staff.
3. External Training (ET): Training led by groups/persons outside the institutional staff.
4. Conferences (CONF): Those informative sessions not designed specifically for a single institution.
5. General Materials (GM): Those materials which inform the consumer concerning theories, concepts, etc. on CBTE.
6. Skill Training Materials (STM): Those materials which explain ways to perform certain tasks, procedures, etc. on CBTE.

7. Other (O): Respondents were asked to specify.

Finally, each respondent was asked to specifically describe each source of technical assistance and rate its effectiveness. A five point Likert scale was developed with 1 designated as low and 5 designated as high for each rating. The model found on page 13 graphically displays the variables explored in this section of the study. Even though information was received from a small number of institutions, the number of program participants seemed large enough to make trend comparisons. Since each participant was asked to respond to similar items a minimum of three times, each response was considered independent of other responses thereby yielding large frequencies. For most of the statistics, each response was believed to be a response from an independent participant.

MODEL OF INTERACTION OF VARIABLES EXPLORED IN TECHNICAL ASSISTANCE (SECTION 6) REPORT



1. Knowledge before involvement in CBTE
2. Knowledge upon completion of document
3. Motivation to seek information about CBTE elements
4. Usefulness of types of technical assistance
5. Description of technical assistance source
6. Effectiveness of each technical assistance source

14.

METHOD OF GAINING INFORMATION ON	RESEARCH QUESTIONS	KNOWLEDGE BEFORE INVOLVEMENT	PRESENT KNOWLEDGE	MOTIVATION TO SEEK INFORMATION	USEFULNESS OF TYPES OF TECHNICAL ASSISTANCE	DESCRIPTION OF EACH TECHNICAL ASSISTANCE SOURCE	EFFECTIVENESS OF EACH TECH- NICAL ASSISTANCE SOURCE
	CBTE CONCEPT	5-point Likert Scale by Role	5-point Likert Scale by Role	Open Ended Question by Role	5-point Likert Scale by Role	Open Ended Question by Role	5-point Likert Scale by Role
	NYS MANDATE	Same	Same	Same	Same	Same	Same
	PROGRAM PREPARATION	Same	Same	Same	Same	Same	Same

MODEL OF VARIABLES EXPLORED AND METHODS OF
DATA COLLECTION ON ASPECTS OF TECHNICAL ASSISTANCE

RESEARCH QUESTION 1

What differences exist between knowledge held by participants by role before their involvement in CBTE program development and their knowledge upon completion of the document?

DATA REPORT

TABLE 3

Report of frequency of response (f), $\bar{x}$ and sd of Deans (1), Public School Principals (2), Public School Teachers (3), IHE Faculty Members (4), Task Group Chairperson (5), Public School Task Group Member (6), IHE Task Group Member (7), and Policy Board Chairperson (8) on their knowledge combined ratings of Concept of CBTE, New York State Mandate and CBTE Program Preparation before their involvement and knowledge upon completion of CBTE program development and t-tests between the mean differences.

	Knowledge Before Involvement in CBTE			Knowledge Upon Completion of the Document					
	f	$\bar{x}$	sd	f	$\bar{x}$	sd	t	df	Significant
1	33	3.00	1.50	33	4.12	.99	5.08	32	*
2	27	2.15	1.10	27	3.37	1.15	3.75	26	*
3	14	2.57	1.50	14	3.64	1.01	1.85	13	
4	20	3.30	1.26	20	3.45	1.28	.68	19	
5	20	3.25	1.41	20	4.13	1.21	2.46	19	*
6	28	2.68	.94	28	3.89	.88	3.81	27	*
7	27	2.67	1.36	27	4.07	.83	6.17	26	*
8	20	2.30	1.49	20	4.00	1.52	4.14	19	*

* $p < .05$

COMMENTS

Looking at role categories, all respondents increased in knowledge from the time period before their involvement in CBTE program development to the completion of the document. All but Public School Teachers and IHE Faculty Members increased significantly. Public School Principals reported the lowest knowledge before their involvement and also reported the lowest knowledge presently. Policy Board Chairpersons showed the greatest increase in knowledge gain. Persons connected directly with developing the specifics of the program (i.e., those members of the task groups) showed the highest amount of knowledge both before their involvement and upon completion of the document.

RESEARCH QUESTION 2

What differences exist between knowledge held by participants from one year and four year program registration on elements of CBTE before involvement in CBTE program development and upon completion of the document?

TABLE 4

Report of frequency of response (f), $\bar{x}$ and sd of knowledge before involvement and present knowledge of CBTE upon completion of one year and four year program registration institutions on their knowledge of the CBTE Concept, NYS Mandate and Program Preparation and t-tests of their differences.

		CBTE CONCEPT				NYS MANDATE				PROGRAM PREPARATION			
		f	$\bar{x}$	sd	t	f	$\bar{x}$	sd	t	f	$\bar{x}$	sd	t
One Year Program Registration	Knowledge Before Involvement in CBTE	43	3.02	1.41		41	2.54	1.29		29	2.45	1.35	
					3.87*				4.74*				5.71*
	Knowledge Upon Comple- tion of Document	43	3.93	1.32		41	3.73	1.14		29	3.95	.97	
Four Year Program Registration	Knowledge Before Involvement in CBTE	28	3.21	1.40		23	2.65	1.40		24	2.71	1.27	
					2.98*				3.25*				3.84*
	Knowledge Upon Comple- tion of Document	29	4.00	1.00		24	3.45	1.25		24	3.79	.88	

*p < .05

COMMENTS

Institutions receiving one year and four year program registration increased their knowledge on all CBTE elements from the time before their involvement in CBTE programs and upon completion of the document. The institutions which received four year program registration reported higher knowledge before their involvement in CBTE on the CBTE Concept, NYS Mandate and Program Preparation, however, their knowledge upon completion of the document on the same CBTE elements was rated lower than the one year program registration institutions on the NYS Mandate and Program Preparation. Perhaps the previous knowledge of four year program registration institutions gave them an initial impetus to write well-received programs early in the process while one year program registration institutions needed more time to learn the concepts and implement them into a document receiving four year program registration.

RESEARCH QUESTION 3

What is the relationship between knowledge held by participants before their involvement with CBTE, their knowledge upon completion of the document and four year registration?

DATA REPORT

TABLE 5

Report of correlation coefficients representing relationships between Knowledge of Concept, NYS Mandate and Program Preparation before involvement in CBTE and upon completion of the document and whether the institution was successful in receiving four year program registration.

	Before Involvement		Completion of Document	
	f	r_b	f	r_b
Knowledge of Concept	71	.09	72	.04
Knowledge of NYS Mandate	64	.05	65	-.10
Knowledge of Program Preparation	53	.13	53	-.11

COMMENTS

There is little relationship between knowledge held by participants before their involvement with CBTE, knowledge upon completion of the document and four year program registration. The relationship that exists between knowledge held by participants before their involvement with CBTE and four year registration is positive. That is, the higher the knowledge held by respondents, the better chance of getting a four year

program registration. However, when present knowledge is correlated with four year program registration, there exists an inverse relationship. This suggests that the more knowledge held after completion of the document, the less the chances of getting a four year program registration. Perhaps the knowledge of the New York State Mandate and Program Preparation came after the deadline for program registration.

RESEARCH QUESTION 4

What differences exist between participants from large/small institutions, public/private institutions and one year/four year program registration institutions on the usefulness of types of technical assistance for each element of CBTE? (See Tables 6-9)

DATA REPORT

TABLE 6

Summary report of frequency of response (f) and $\bar{x}$ of Deans (1), Public School Principals (2), Public School Teachers (3), IHE Faculty member (4), Task Group Chairperson (5), Public School Task Force Member (6), IHE Task Force Member and the Policy Board Chairperson (8), from all institutions on their combined usefulness ratings of technical assistance.

Respon- dents	Concept		TOTALS ALL		Program Preparation	
	f	$\bar{x}$	NYS Mandate f	$\bar{x}$	f	$\bar{x}$
(1)	55	3.87	36	3.84	22	3.16
(2)	39	2.74	21	2.86	10	2.40
(3)	12	3.59	5	3.60	2	4.50
(4)	41	2.85	25	2.80	11	2.91
(5)	31	3.55	26	3.65	23	3.61
(6)	34	3.29	26	3.27	12	4.08
(7)	30	3.27	20	3.15	11	2.73
(8)	34	3.27	12	3.67	11	3.36

TABLE 7

Report of frequency of response (f) and $\bar{x}$ of (1) Deans, (2) Public School Principals, (3) Public School Teachers, (4) IHE Faculty Members, (5) Task Group Chairperson, (6) Public School Task Force Member, (7) IHE Task Force Member and the (8) Policy Board Chairperson from large and small institutions on their combined usefulness ratings of technical assistance.

LARGE

SMALL

	Technical Assistance Ratings for Concept		Technical Assistance Ratings for NYS Mandate		Technical Assistance Ratings for Prog. Prep.		Technical Assistance Ratings for Concept		Technical Assistance Ratings for NYS Mandate		Technical Assistance Ratings for Prog. Prep.	
	f	$\bar{x}$	f	$\bar{x}$	f	$\bar{x}$	f	$\bar{x}$	f	$\bar{x}$	f	$\bar{x}$
(1)	23	4.13	16	3.63	6	1.17	32	3.68	20	4.02	16	3.91
(2)	20	2.70	13	2.15	7	1.86	19	2.79	8	4.00	3	3.67
(3)	2	4.50	2	4.50	2	4.50	10	3.41	3	3.00	0	0
(4)	6	2.83	2	3.00	2	2.50	35	2.86	23	2.78	9	3.00
(5)	17	4.00	12	4.00	17	3.82	14	3.00	14	3.36	6	3.00
(6)	9	3.89	4	4.25	6	4.17	25	3.08	22	3.09	6	4.00
(7)	14	2.79	10	2.50	8	2.50	16	3.69	10	3.81	3	3.33
(8)	13	3.08	2	1.00	3	2.33	21	3.38	10	4.20	8	3.75

TABLE 8

Report of frequency of response (f) and $\bar{x}$ of (1) Deans, (2) Public School Principals, (3) Public School Teachers, (4) IHE Faculty Member, (5) Task Group Chairperson, (6) Public School Task Force Member, (7) IHE Task Force Member and the (8) Policy Board Chairperson from Public and Private Institutions on their combined usefulness ratings of technical assistance.

	PUBLIC INSTITUTION						PRIVATE INSTITUTION					
	Concept		NYS Mandate		Prog. Prep.		Concept		NYS Mandate		Prog. Prep.	
	f	$\bar{x}$	f	$\bar{x}$	f	$\bar{x}$	f	$\bar{x}$	f	$\bar{x}$	f	$\bar{x}$
(1)	14	4.18	9	4.61	6	4.08	41	3.76	27	3.59	16	2.82
(2)	3	3.67	1	5.00	0	0	36	2.67	20	2.75	10	2.40
(3)	0	0	0	0	0	0	12	3.59	5	3.60	2	4.50
(4)	10	3.50	3	4.00	6	2.83	31	2.64	22	2.63	5	3.00
(5)	2	3.50	2	4.00	0	0	29	3.55	24	3.63	23	3.61
(6)	7	3.43	7	3.71	0	0	27	4.14	19	3.11	12	4.08
(7)	5	4.20	2	4.50	3	3.33	25	3.08	18	3.00	8	2.50
(8)	14	3.21	5	4.20	1	4.00	20	3.31	7	3.29	10	3.30

TABLE 9

Report of frequency of response f and $\bar{x}$ of (1) Deans, (2) PS Principals, (3) PS Teacher, (4) IHE Faculty Member, (5) Task Group Chairpersons, (6) PS Task Force Members, (7) IHE Task Force Members and (8) Policy Board Chairpersons on their combined technical assistance usefulness ratings on CBTE concept, NYS Mandate and Program Preparation in institutions which received one year and those that received four year program registration.

I.D.	One year registration						Four year registration					
	Concept		NYS Mandate		Program Preparation		Concept		NYS Mandate		Program Preparation	
	f	$\bar{x}$	f	$\bar{x}$	f	$\bar{x}$	f	$\bar{x}$	f	$\bar{x}$	f	$\bar{x}$
1	44	3.88	29	3.84	15	2.77	11	3.82	7	3.86	7	4.00
2	25	3.08	10	3.40	3	2.67	14	2.14	11	2.36	7	2.29
3	9	3.56	2	3.50	0	--	3	3.67	3	3.67	2	4.50
4	16	3.31	11	2.91	9	3.00	25	2.56	14	2.71	2	2.50
5	25	3.68	25	3.76	17	3.82	6	3.00	1	1.00	6	3.00
6	22	3.27	16	3.25	4	4.25	12	3.33	10	3.30	8	4.00
7	14	4.00	9	3.78	6	3.50	16	2.63	11	2.64	5	1.80
8	24	3.46	8	4.38	4	4.75	10	2.80	4	2.25	7	2.57

COMMENTS

The data from Table 9 suggests that the policy board and the task group respondents were well represented by groups of individuals who rated the usefulness of types of technical assistance very high for each of the three program elements. That could suggest, overall, that the technical assistance used by the CBTE consortia met the needs of the consortia even though groups of individuals did not feel some technical assistance for some CBTE program elements were very useful.

Public institutions seemed to gain more from the technical

assistance they used than did Private institutions -- on the elements of CBTE. Although the sample for Public institutions was quite small, the usefulness of technical assistance for the CBTE element of the New York State Mandate was a great deal higher for Public institutions than for Private institutions. There were very little differences in the usefulness of technical assistance between large and small institutions.

Institutions which received one year program registration rated the usefulness of technical assistance for each element of CBTE higher than institutions receiving four year program registration. This comment suggests an inverse relationship between program registration and the usefulness of technical assistance. This will be investigated more fully in question 7.

RESEARCH QUESTION 5

Which types of technical assistance were most useful in institutions with CBTE program registration of one year or four year?

DATA REPORT

TABLE 10

Report of frequency of response (f) and $\bar{x}$ of the combined ratings of each type of technical assistance for institutions with 1 year program acceptance and four year program registration by each element of CBTE.

	Types of Technical Assistance	CBTE Concept		NYS Mandate		Program Preparation		TOTAL	
		f	$\bar{x}$	f	$\bar{x}$	f	$\bar{x}$	f	$\bar{x}$
One year registration	Consultants	24	3.38	21	3.57	9	3.33	54	3.45
	Internal Training	25	3.64	17	3.53	10	3.70	52	3.62
	External Training	19	3.16	9	3.17	4	2.25	32	3.05
	Conferences	21	3.43	18	3.19	9	3.28	48	3.31
	General Materials	38	3.53	23	3.83	11	3.55	72	3.63
	Skill Training Materials	26	3.31	9	3.44	5	3.50	40	3.36
	Other	11	4.68	10	4.55	7	3.93	28	4.45
Four year registration	Consultants	13	2.15	10	2.70	6	2.33	29	2.38
	Internal Training	17	3.24	10	3.60	9	4.00	36	3.53
	External Training	10	2.40	6	2.50	6	1.67	22	2.23
	Conferences	17	2.59	12	3.00	9	2.89	38	2.79
	General Materials	25	3.16	15	2.80	11	3.55	51	3.14
	Skill Training Materials	10	2.40	4	2.25	3	3.33	17	2.53
	Other	6	4.33	6	3.00	0	0.00	12	3.67

COMMENTS

Overall the data suggests that internal training seemed to be the most useful type of technical assistance employed by both the institutions with one and four year program registration. In view of this common agreement, perhaps the internal training of those institutions which received four year program registration was of a significantly different quality than internal training in institutions receiving one year program registration. There is one other interesting difference between the usefulness of technical assistance between institutions receiving one year or four year program registration. On the New York State Mandate, those institutions receiving one year program registration rated general materials and their consultants as the most useful, while the four year program registration institutions rated internal training as most useful. This might suggest that internal training, that is using the expertise available in the institution, proves to be a much better help in receiving program registration than either general materials or consultants.

RESEARCH QUESTION 6

Which sources of technical assistance were most used and which were most effective in institutions with CBTE program registration of one year or four year?

DATA REPORT

TABLE 11

Frequency rank and effectiveness of the sources of technical assistance as indicated by comments of respondents.*

Four Year Registration			One Year Registration		
Rank	Source	Effec.	Rank	Source	Effec.
1	State Ed. Dept.	4.5	1	State Ed. Dept.	3.5
2	Materials (CBTE)	4.0	2	Materials (CBTE)	3.3
3	CBTE Resource Personnel	4.2	3	CBTE Resource Personnel	3.8
4	Faculty	3.0	4	External Faculty	3.3
5	External Faculty	5.0	5	Faculty Members	4.2
			6	Teacher Corps	4
			7	Group Interaction	3
			8	Misc. National Conference	2
			9	Consortium	3
			10	Professional Assoc.	2

*Sources mentioned only one time are not included in this report

COMMENTS

It seems as if the State Education Department played an important role in directing the program preparation of these institutions. Generally speaking, it seems as if the institutions with four year registration of programs considered their sources more effective than comparable ones in the one year programs. This can draw one to the conclusion that concentrated use of effective personnel leads to four year registration whereas extensive or broad based input tends to disperse energies and ideas too much thus leading to a weakened program.

RESEARCH QUESTION 7

What is the relationship between one year and four year program registration and the usefulness of technical assistance?

DATA REPORT

TABLE 12

Report of the proportion of "less than" useful responses to all responses on participants' ratings of the usefulness of Consultants, Internal Training, External Training, Conference, General Materials, Skill Training Materials and others for technical assistance in concepts, NYS Mandate and program preparation and the χ^2 scores of the difference between institutions which were granted a one year program registration and institutions which were granted a four year program registration.

	1 Year Program Registration		4 Year Program Registration		χ^2
	f	p	f	p	
Concept	173	.19	102	.43	4.286*
NYS Mandate	114	.13	62	.42	4.353*
Program Preparation	62	.16	44	.36	2.366*
* $P \leq .05$					

COMMENTS

There is a significant difference between the proportion of "less than useful" responses to all responses on participants' ratings of the usefulness of types of technical assistance for institutions receiving one year and four year program registration. Those

respondents representing institutions which received a four year program registration had significantly higher proportions of "less than useful" responses than did the respondents representing institutions which received a one year program registration. Evidently, the types of technical assistance received by institutions receiving one year program registration was very useful, but was not relevant to receiving a four year program registration.

RESEARCH QUESTION 8

What motivates participants to seek information on the elements of CBTE? (see tables 13, 14, 15, 16, 17, 18)

DATA REPORT

TABLE 13

TABLE OF SPECIFIED MOTIVATION(S) TO SEEK INFORMATION ON CONCEPT OF CBTE OF SCHOOLS WITH ONE YEAR APPROVAL: WITH PARTICIPATORY STATUS OF PERSONS ANSWERING QUESTIONNAIRE

PART. *	Motivation
1	Desire to improve teacher preparation Contact with Teacher Corps & CBTE pilot program Necessity-related to job To provide leadership in CBTE model development For continued certification Necessary to organize faculty Trial Project Performance measurement Intriguing concept
2	Agreement to be part of consortium Needed knowledge for job Job necessitated it TEDS program emphasis Involvement with teacher programs
3	Concern with practical aspects of teacher training Awareness of new supervisory techniques State mandate Student teachers with new ideas
4	Involved with Teacher Corps State Mandate Needed for Policy Board Seeking alternatives to traditional Concern for job well done Field supervision relationship Directed by Superintendent and Board of Education Through grad studies Belief in CBTE as assessment of pre-service teachers Mandate

Persons answering questionnaire:

continued -

*Key: 1-Dean; 2-Principal (Policy Board); 3-Teacher; 4-College Faculty;
5-Task Chairman; 6-Public school task group member; 7-College
task group member; 8-Chairman Policy Board

TABLE 13 continued

PART. *

- | | |
|---|--|
| 5 | Program improvement
Appointed Asst. Coordinator
Worked in CBTE Programs |
| 6 | Contact/discussion on CBTE
Work on Task Force
Reading from professional publications
Given responsibility for implementation
Accurate classroom evaluation of teachers |
| 7 | To assess a new idea
Necessary for field supervision
Participation in trial project
Involved during doctoral studies
Appointed |
| 8 | Mandated
Information needed to represent teachers with union
Necessity
CBTE vehicle for human approach to teacher training |

TABLE 15

TABLE OF SPECIFIED MOTIVATION(S) TO SEEK INFORMATION ON N.Y.S. 36.
 MANDATE OF CBTE OF SCHOOLS WITH ONE YEAR APPROVAL: WITH
 PARTICIPATORY STATUS OF PERSONS ANSWERING QUESTIONNAIRE

PART. *	Motivation
1	Continued certification To know rules Voluntary member in trial project Survival and interest All registered programs involved Pilot CBTE contact
2	Job necessitated knowledge, Law A need to know Agreeing to be part of consortium
3	Changes in certification Need to know Role of schools in certification Practical aspects of training people to function in classroom
4	Appropriate to job Forced on Desire to change from traditional teacher education Effort for approval by N.Y.S. Directed by Superintendent
5	Graduate school involvement Task Chairperson Desire to see improvement in teacher education
6	Knowledge need for task force committee Responsibility for Writing and reading programs General interest in concept Accurate evaluation of teachers
7	Survival Presentation to students Personal interest in teacher education Continuance of elementary program Working with University CBTE
8	Mandate Need to find modification Job requirement

Persons answering questionnaire:

*Key: 1-Dean; 2-Principal (Policy Board); 3-Teacher; 4-College Faculty;
 5-Task Chairman; 6-Public school task group member; 7-College
 task group member; 8-Chairman Policy Board

TABLE 14

TABLE OF SPECIFIED MOTIVATION(S) TO SEEK INFORMATION ON PROGRAM 35.
 PREPARATION OF CBTE OF SCHOOLS WITH ONE YEAR APPROVAL: WITH
 PARTICIPATORY STATUS OF PERSONS ANSWERING QUESTIONNAIRE

PART. *	Motivation
1	Responsibility for program Must know how to direct faculty Needed to make transition in college to affect all levels Continued certification of teachers Employed in New York State Job responsibility Involved in pilot project with modules Enhance institution's opportunity to serve
2	Role as coordinator Agreeing to be part of consortium
3	Methods useful for inservice Studying first one developed by task force
4	Appropriate to job Forced on Change from traditional methods Was asked to write program Involvement in trial project TACT Early Childhood Desire to see improvement
5	Appointed Asst. Coordinator Desire to see improvement
6	Task member involved in writing Personal interest
7	To improve program Desire to be insider
8	Job requirement

Persons answering questionnaire:

*Key: 1-Dean; 2-Principal (Policy Board); 3-Teacher; 4-College Faculty
 5-Task Chairman; 6-Public school task group member; 7-College
 task group member; 8-Chairman Policy Board

37.

TABLE 16

TABLE OF SPECIFIED MOTIVATION(S) TO SEEK INFORMATION ON CONCEPT OF
CBTE OF SCHOOLS WITH FOUR YEAR APPROVAL: WITH PARTICIPATORY STATUS
OF PERSONS ANSWERING QUESTIONNAIRE:

PART. *	Motivation
1	Awareness of need for new model for teacher education State Mandate Demands of leadership role Continuance of Teacher Education Program required by this development Involved in experimental program at Teacher Corps
2	Building principal with student teachers General improvement of elementary education Pursuit of educational interests Desire to improve Part of job Was asked to help
3	Know details through student teachers Involvement-interest
4	State mandate Literature CBTE conference
5	State requirement
6	Previous programs inadequate Concern for input
7	Involved in preparation Need to translate from expectations into language of CBTE Viability of CBTE and responsibility to consortium
8	For evaluation of student behavior State mandate

Persons answering questionnaire:

*Key: 1-Dean; 2-Principal (Policy Board); 3-Teacher; 4-College Faculty;
5-Task Chairman; 6-Public school task group member; 7-College
task group member; 8-Chairman Policy Board

TABLE 17
TABLE OF SPECIFIED MOTIVATION(S) TO SEEK INFORMATION ON PROGRAM
PREPARATION OF CBTE OF SCHOOLS WITH FOUR YEAR APPROVAL: WITH
PARTICIPATORY STATUS OF PERSONS ANSWERING QUESTIONNAIRE

PART. *	Motivation
1	Desire to implement "models of teaching" approach
2	
3	Chairman CBTE Consortium
4	State Mandate
5	Local needs Necessary Requirement by State
6	To work more efficiently on task force Concern over hasty decision
7	Responsibility to consortium SED Speaker
8	To develop viable teacher training program

Persons answering questionnaire:

*Key: 1-Dean; 2-Principal (Policy Board); 3-Teacher; 4-College Faculty;
5-Task Chairman; 6-Public school task group member; 7-College
task group member; 8-Chairman Policy Board

TABLE 18

TABLE OF SPECIFIED MOTIVATION(S) TO SEEK INFORMATION ON N.Y.S.
MANDATE OF CBTE OF SCHOOLS WITH FOUR YEAR APPROVAL: WITH
PARTICIPATORY STATUS OF PERSONS ANSWERING QUESTIONNAIRE

39.

PART. *	Motivation
1	Responsibility for school programs Institutional survival Preparation of other methods for teacher training
2	School district concern Personal interest in profession Participation in consortium a union representative
3	
4	State mandate
5	Temple University visit I like to eat State mandate
6	Concern over hasty decision To work more efficiently with task force
7	Area college meeting - SED spokesman Involved in program preparation Responsibility to consortium
8	State mandate Dean's direction

Persons answering questionnaire:

*Key: 1-Dean; 2-Principal (Policy Board); 3-Teacher; 4-College Faculty;
5-Task Chairman; 6-Public school task group member; 7-College
task group member; 8-Chairman Policy Board

COMMENTS

The variability of the "unedited" comments by participants makes it difficult to establish a trend. The information does however suggest that the vast majority of respondents in the one year and four year registration groups were motivated by the need to follow the mandate of New York State rather than being motivated by dedication to the concept CBTE. Further investigation of these trends should be conducted.

SUMMARY AND CONCLUSIONS

The eight research questions which this study addressed attempted to establish a pattern which would relate four year and/or one year registration to the change in knowledge levels of participants and the usefulness of the 7 types of assistance in the 3 generic elements of CBTE concerned with program registration. Clear patterns which were generalizable for all components of the study did not emerge but significant trends found in the sub-sections, i.e. small-large institutions; public-private; or one year - four year registration provide some explanation for four year, and/or one year registration as well as the basis for inferences and implications.

The knowledge level on CBTE elements for the one year registration increased significantly more than that of the four year registrants, leading the researchers to note that there was an inverse relationship between four year registration and level of knowledge (pg. 26). This inverse relationship is particularly evident in the ratings of usefulness of program preparation (Table 12). This type of relationship would ordinarily point to the inadequacy of technical assistance in obtaining four year registration but it is important to note that the base level of information for the four year registrants was higher before actual work on program development began. This could lead one to assume that this prior knowledge provided an advantage in that it eliminated some of the

frustration which comes with pressure to adhere to a mandate. It is also logical to conclude that given the short period of time between mandate and compliance, the frenetic search for information on CBTE coupled with an attempt to establish a philosophical base for restructuring the entire teacher education program led to confusion and a lack of focus on the task of delivering a concise, well-structured document. A comparison of content and structure of documents with four year registration and those with one year registration might serve the purpose of clarifying this point.

The data reveal a large discrepancy in the total usefulness ratings of participants coded 1 through 8. The large institutions rated assistance in program preparation as least useful whereas the small institutions rated this element relatively high in relation to other elements of technical assistance. Hence this "inverse relationship" has also shown up in the usefulness of technical assistance as rated by respondents with four year registration. It is worthwhile to note that the sources internal help, and interaction with peer group, were rated highly useful by large and small institutions. This being evident leads one to the assumption that the difference in programs with four year registration was closely allied with the availability of several colleagues to provide this interaction. The smaller institutions would be less likely to have large numbers of colleagues available.

and the time factor involved.

Although comments on motivation for seeking help revealed pragmatic reasoning behind the motivation, it is also interesting to note that the institutions with one year registration had a higher percentage of reasons which reflected motivation sparked by a genuine interest in improving teacher education coupled with a feeling that CBTE was a viable process for improvement of teacher education.

If the assumption that many of the institutions with one year registration dispersed their energies during the short time frame in the development of a basic philosophy is viable, it will be interesting to follow-up their subsequent registration success and the differences in the quality of their programs and the present four year registered programs.

The source "other" was consistently rated high in usefulness. Respondents were asked to enumerate these sources.

A broad sampling of those comments are as follows:

1. Informal discussion
2. Dean's correspondence file
3. Inner resources prompted by desperation
4. One-to-one contact with Mr. Dan Ganeles (Teacher Education Developmental Service, Albany, New York)
5. New faculty informed and trained in CBTE techniques
6. Experience with trial projects
7. Telephone conferences on specific reference points
8. Observation/involvement in other CBTE programs
9. Work with Teacher Corps

The high rating given "other" and the accompanying list of sources seem to point to the value of prototype situations, one-to-one relationships, interactive situations with clarification of specific details, and ongoing help as evidenced in that given by persons involved in CBTE, in preparing programs which qualify for four year registration.

Failure to pick up this element might point to a weakness of the instrument which did not ask the participant to classify the technical assistance as participating, continuing, ad hoc/interactive, or short term receptive contact.

The raw data on costs were insufficient for inclusion in the tables listed in this report but it is interesting to note that the high cost of technical assistance indicated in the responses received was closely aligned with the assumptions already advanced in the foregoing paragraph. That is, the frenetic search for help across a broad geographic area tended to disperse the energies necessary for the type of report

GLOSSARY OF TERMS

Due to the wide variety of approaches taken throughout the state in developing the CBTE format, it is necessary to standardize the following terms to insure consistency in collection and interpretation of responses.

1. Consortium- The collective entity comprised of the agencies and institutions involved in developing the CBTE program. The consortia might include; Teachers' Unions, Community Organizations, Institutions of Higher Education (IHE), School Districts, etc.
2. Policy Board- Group which coordinates and/or directs the activities of the consortia membership as the CBTE format is developed. The Policy Board consists of representatives of the groups who participate in the Consortium.
3. Task Force- Group responsible specifically for the development of the program proposal. Task Force usually consists of members of the various organizations in the consortia who have an interest or expertise in a specific educational area. For instance, a Task Force on elementary education might consist of two faculty members from a university, three elementary school teachers, and two parents.
4. IHE- This refers to the Institution of Higher Education involved in the consortium.
5. Mandate- The provisions of Education Law #6842 and the criteria established by the State Education Department, Division of Teacher Education and Certification which outlined the competency-based requirements for program registration with the State Education Department.
6. School District- School District involved in the consortium.
7. Professional Agency- This usually refers to the Teachers' Union involved in the consortium.
8. Program Proposal- Document submitted, by the IHE and consortia, to the State Education Department for registration.
9. Program Registration- Refers to the State Education Department's decision to register a program for one year or four years.

NOTE:

All programs and program proposals, forming the focal point of this study, were to be submitted to the State Education Department on or before February 1, 1975. These include:

N-6	Deaf
Speech-Hearing	Blind
Special Education	7-9

APPENDIX A

RESPONDING INSTITUTIONS

Adelphi University
SUNY Albany
Alfred University
SUC Brockport
Dowling College
Fordham University
Ithaca College
Keuka College
Kirkland College

CUNY Herbert H. Lehman
LIU Southampton
Marymount College
Nazareth College
SUC New Paltz
SUC Potsdam
St. John's University
Syracuse University
Vassar College

NUMBER OF RESPONSES BY CATEGORY

Program Registration	Type of Institution	Number of Responding Institutions
1 year program registration	Public large	2
	Private large	3
	Small	3
4 year program registration	Public large	2
	Private large	3
	Small	3
1 and 4 year program registration	Public	1
	Private	1

APPENDIX B

INSTITUTION

	DEAN	TEACHER POLICY BOARD	PRINCIPAL POLICY BOARD	COLLEGE FACULTY POLICY BOARD	CHAIRPERSON POLICY BOARD	TASK CHAIRPERSON	PUBLIC SCHOOL TASK	COLLEGE TASK
1	X				X		X	X
2	X			X	X	X		X
3	X	X	X	X			X	
4		X	X		X	X	X	X
5	X		X	X		X		X
6	X		X	X			X	X
7	X		X		X	X		
8	X		X				X	
9	X			X				
10					X			
11	X	X		X				
12		X						
13	X		X	X	X		X	X
14		X	X	X			X	X
15		X	X		X	X	X	X
16								
17	X	X	X	X			X	
18	X	X		X		X		X

Responses per Institution by Role - Technical Assistance

APPENDIX C

TECHNICAL ASSISTANCE

One of the following questions may require additional pages. Please add where necessary.

1. Please check the group(s) in which you now serve and specify the additional information requested.

a) _____ CBTE Consortium

Please specify your constituency _____

b) _____ Task Force

Please identify your Task Force Group _____

c) _____ Other

Please describe _____

Please rate the level of your knowledge using a scale ranging from Low (1) to High (5) for the following questions.

2. How much did you know about the concept before your involvement in the preparation of CBTE programs? 1 2 3 4 5

3. How much do you now know about the concept of CBTE? 1 2 3 4 5

4. Please specify the motivation(s) which prompted you to seek knowledge about the concept of CBTE.

5. Which of the following did you use to secure information on the concept of CBTE and rate the degree of their usefulness using a scale from Low(1) to High (5) for each of the following.

INSTRUCTIONS

1. Answer all questions on the basis of your involvement in the process of developing the CBTE program proposal submitted in February 1975.
2. If you served in developing two different program proposals i.e. N-6 and Special Education, try to limit your responses to those relevant to the specific program in question.
3. We are interested in your perceptions of the roles played by yourself and others. Respondents' identities will not be recorded.

This document contains the following sub-sections.

1. Demographic Data
2. Decision Making
3. Technical Assistance
4. Process Environment

- f) What format did the Consultant use? _____

- g) How often did you use this Consultant? _____
- h) What was the cost of this Consultant? _____
- i) Please rate the effectiveness of this Consultant using a scale from Not Very Effective (1) to Very Effective (5).

1 2 3 4 5

7. If you checked Internal Training, please fill in the following for each Internal Training Session.

- a) What did the Internal Training consist of? _____

- b) Why was this type of Internal Training chosen? _____

- c) Who generated the need for this Internal Training? _____

- d) Who directed the Internal Training? _____
- e) What group did he/she represent? _____
- f) How often did this particular Internal Training take place? _____
- g) Where was the Internal Training held? _____

- h) Who attended the Internal Training sessions? _____

- i) What was the cost of the Internal Training? _____
- j) Please rate the effectiveness of this Internal Training session using a scale from Not Very Effective (1) to Very Effective (5).

1 2 3 4 5

- a) _____ Consultants
Persons used for advice, not
to be confused with persons
used for training purposes. 1 2 3 4 5
- b) _____ Internal Training
Training led by groups/persons
on the institutional staff. 1 2 3 4 5
- c) _____ External Training
Training led by groups/persons
outside the institutional
staff. 1 2 3 4 5
- d) _____ Conferences
Those informative sessions
not designed specifically
for a single institution. 1 2 3 4 5
- e) _____ General Materials
Those materials which in-
form the consumer concerning
theories, concepts, etc.
on CBTE. 1 2 3 4 5
- f) _____ Skill Training Materials
Those materials which explain
ways to perform certain tasks,
procedures, etc. on CBTE. 1 2 3 4 5
- g) _____ Other
Please specify _____
_____ 1 2 3 4 5

6. If you checked Consultants, please fill in the following for each Consultant.

- a) Who was the Consultant? _____
- b) How was this Consultant selected? _____

- c) Why was this Consultant selected? _____

- d) What organization did this consultant represent? _____

- e) What did the Consultant do? _____

8. If you checked External Training, please fill in the following for each External Training Session.

- a) What did the External Training consist of? _____

- b) Why was this type of External Training chosen? _____

- c) Who generated the need for this External Training? _____

- d) Who directed the External Training? _____
- e) What group did he/she represent? _____
- f) How often did this particular External Training take place? _____
- g) Where was the External Training held? _____

- h) Who attended the External Training sessions? _____

- i) What was the cost of the External Training? _____
- j) Please rate the effectiveness of this External Training using a scale from Not Very Effective (1) to Very Effective.

1 2 3 4 5

9. If you checked Conferences, please fill in the following for each Conference.

- a) What was the title of the Conference? _____
- b) How was this Conference selected? _____

- c) Why was this Conference selected? _____

- d) What group directed the Conference? _____

c) Briefly describe the contents of the conference.

f) What was the purpose of the Conference? _____

g) Where was the conference held? _____

h) Please state who attended the conference and what group in the preparation of CBTE programs they represented.

Name _____ Group _____

Name _____ Group _____

Name _____ Group _____

i) What was the total cost of this conference? _____

j) Please rate the effectiveness of this conference using a scale from Not Very Effective (1) to Very Effective (5).

1 2 3 4 5

If you checked General Materials, please fill in the following for each group of General Materials.

a) What was the title of the materials? _____

b) How were these materials selected? _____

c) Why were these materials selected? _____

d) What was the source of these materials? _____

e) How were these materials used? _____

- f) What was the cost of these materials? _____
- g) Please rate the effectiveness of these General Materials using a scale from Not Very Effective (1) to Very Effective (5).

1 2 3 4 5

11. If you checked Skill Training Materials, please fill in the following for each group of skill training materials.

- a) What was the title of the materials? _____

- b) How were these materials selected? _____

- c) Why were these materials selected? _____

- d) What was the source of these materials? _____

- e) How were these materials used? _____

- f) What was the cost of these materials? _____
- g) Please rate the effectiveness of these Skill Training Materials using a scale from Not Very Effective (1) to Very Effective (5).

1 2 3 4 5

12. If you checked Other, please fill in the following for each specified Other.

- a) What method was employed? _____

- b) Why was this method selected? _____

- c) Who suggested the employment of this method? _____

- d) What group did the person who suggested this method represent? _____
- e) Who directed the employment of this method? _____
- f) What group did the person who directed this method represent? _____
- g) Please rate the effectiveness of this Method using a scale from Not Very Effective (1) to Very Effective (5).
- 1 2 3 4 5

Please rate the level of your knowledge using a scale ranging from Low (1) to High (5) for the following two questions.

13. How much did you know about the N.Y. State Mandate for CBTE before your involvement in the preparation of CBTE programs?
- 1 2 3 4 5

14. How much do you now know about the N.Y. State Mandate for the preparation of CBTE programs?
- 1 2 3 4 5

15. Please specify the motivation(s) which prompted you to seek knowledge about the N.Y. State Mandate for the preparation of CBTE programs.
- _____
- _____
- _____

16. Which of the following did you use to secure information on the New York State Mandate, and rate the degree of their usefulness using a scale from Low(1) to High (5) for the following questions.

- | | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------|---|---|---|---|---|
| a) _____ Consultants | 1 | 2 | 3 | 4 | 5 |
| b) _____ Internal Training | 1 | 2 | 3 | 4 | 5 |
| c) _____ External Training | 1 | 2 | 3 | 4 | 5 |
| d) _____ Conference | 1 | 2 | 3 | 4 | 5 |
| e) _____ General Materials | 1 | 2 | 3 | 4 | 5 |
| f) _____ Skill Training Materials | 1 | 2 | 3 | 4 | 5 |
| g) _____ Other (Please specify) | 1 | 2 | 3 | 4 | 5 |

19. If you checked External Training, please fill in the following for each External Training Session.

- a) What did the External Training consist of? _____

- b) Why was this type of External Training chosen? _____

- c) Who generated the need for this External Training? _____

- d) Who directed the External Training? _____

- e) What group did he/she represent? _____
- f) How often did this particular External Training take place? _____
- g) Where was the External Training held? _____

- h) Who attended the External Training sessions? _____

- i) What was the cost of the External Training? _____
- j) Please rate the effectiveness of this External Training session using a scale from Not Very Effective (1) to Very Effective (5).

1 2 3 4 5

20. If you checked Conferences, please fill in the following for each conference.

- a) What was the title of the Conference? _____
- b) How was this Conference selected? _____

- c) Why was this Conference selected? _____

17. If you checked Consultants, please fill in the following for each Consultant.

- a) Who was the Consultant? _____
- b) How was this Consultant selected? _____

- c) Why was this Consultant selected? _____

- d) What organization did this Consultant represent? _____

- e) What did the Consultant do? _____

- f) What format did the Consultant use? _____

- g) How often did you use this Consultant? _____
- h) What was the cost of this Consultant? _____
- i) Please rate the effectiveness of this Consultant using
a scale from Not Very Effective (1) to Very Effective (5)

1 2 3 4 5

18. If you checked Internal Training, please fill in the following for each Internal Training Session.

- a) What did the Internal Training consist of? _____

- b) Why was this type of Internal Training chosen? _____

- c) Who generated the need for this Internal Training? _____

- d) Who directed the Internal Training? _____
- e) What group did he/she represent? _____
- f) How often did this particular Internal Training take place? _____

- f) What was the cost of these materials? _____
- g) Please rate the effectiveness of these General Materials using a scale from Not Very Effective (1) to Very Effective (5).
1 2 3 4 5

22. If you checked Skill Training Materials, please fill in the following for each group of Skill Training Materials.

- a) What was the title of the materials? _____
- b) How were these materials selected? _____
- c) Why were these materials selected? _____
- d) What was the source of these materials? _____
- e) How were these materials used? _____
- f) What was the cost of these materials? _____
- g) Please rate the effectiveness of these Skill Training Materials using a scale from Not Very Effective (1) to Very Effective (5).
1 2 3 4 5

23. If you checked Other, please fill in the following for each specified Other.

- a) What method was employed? _____
- b) Why was this method selected? _____

- d) What group directed the Conference? _____

- e) Briefly describe the contents of the Conference? _____

- f) What was the purpose of the Conference? _____

- g) Where was the Conference held? _____

- h) Please state who attended the Conference and what group
 in the preparation of CBTE programs they represented.
 Name _____ Group _____
 Name _____ Group _____
- i) What was the total cost of this Conference? _____

- j) Please rate the effectiveness of this Conference using
 a scale from Not Very Effective (1) to Very Effective (5).
 1 2 3 4 5

21. If you checked General Materials, please fill in the following for
 each group of General Materials.

- a) What was the title of the materials? _____

- b) How were these materials selected? _____

- c) Why were these materials selected? _____

- d) What was the source of these materials? _____

- d) _____ Conferences
- 1 2 3 4 5
- e) _____ General Materials
- 1 2 3 4 5
- f) _____ Skill Training Materials
- 1 2 3 4 5
- g) _____ Other
Please specify _____
- 1 2 3 4 5

28. If you checked Consultants, please fill in the following for each Consultant.

- a) Who was the Consultant? _____
- b) How was this Consultant selected? _____
- _____
- c) Why was this Consultant selected? _____
- _____
- d) What organization did this Consultant represent? _____
- _____
- e) What did the Consultant do? _____
- _____
- f) What format did the Consultant use? _____
- _____
- g) How often did you use this Consultant? _____
- _____
- h) What was the cost of this Consultant? _____

- c) Who suggested the employment of this method? _____

- d) What group did the person who suggested this method represent? _____
- e) Who directed the employment of this method? _____

- f) What group did the person who directed this method represent? _____
- g) Please rate the effectiveness of this method using a scale from Not Very Effective (1) to Very Effective (5).

1 2 3 4 5

Please rate the level of your knowledge using a scale ranging from Low (1) to High (5) for the following two questions.

24. How much did you know about the preparation of CBTE programs before your involvement in their preparation?
 1 2 3 4 5
25. How much do you know about the preparation of CBTE programs?
 1 2 3 4 5
26. Please specify the motivation(s) which prompted you to seek knowledge about the preparation of CBTE programs.

27. Which of the following did you use to secure information on the preparation of CBTE programs and rate the degree of their usefulness using a scale from Low(1) to High(5) for the following six questions.

- a) _____ Consultants
 1 2 3 4 5
- b) _____ Internal Training
 1 2 3 4 5
- c) _____ External Training
 1 2 3 4 5

- i) Please rate the effectiveness of this Consultant using a scale from Not Very Effective (1) to Very Effective (5).

1 2 3 4 5

29. If you checked Internal Training, please fill in the following for each Internal Training Session.

- a) What did the Internal Training consist of? _____

- b) Why was this type of Internal Training chosen? _____

- c) Who generated the need for this Internal Training? _____

- d) Who directed the Internal Training? _____
- e) What group did he/she represent? _____
- f) How often did this particular Internal Training take place? _____
- g) Where was the Internal Training held? _____

- h) Who attended the Internal Training sessions? _____

- i) What was the cost of the Internal Training? _____
- j) Please rate the effectiveness of this Internal Training Session using a scale from Not Very Effective (1) to Very Effective (5).

1 2 3 4 5

30. If you checked External Training, please fill in the following for each External Training Session.

- a) What did the External Training consist of? _____

- b) Why was this type of External Training chosen? _____

- c) Who generated the need for this External Training?

- d) Who directed the External Training? _____
- e) What group did he/she represent? _____
- f) How often did this particular External Training take place? _____
- g) Where was the External Training held? _____

- h) Who attended the External Training sessions? _____

- i) What was the cost of the External Training? _____
- j) Please rate the effectiveness of this External Training using a scale from Not Very Effective (1) to Very Effective (5).

1 2 3 4 5

1. If you checked Conferences, please fill in the following for each Conference.

- a) What was the title of the Conference? _____
- b) How was this Conference selected? _____

- c) Why was this Conference selected? _____

- d) What group directed the Conference? _____

- e) Briefly describe the contents of the conference?

- f) What was the purpose of the Conference? _____

- b) How were these materials selected? _____

- c) Why were these materials selected? _____

- d) What was the source of these materials? _____

- e) How were these materials used? _____

- f) What was the cost of these materials? _____
- g) Please rate the effectiveness of these Skill Training Materials using a scale from Not Very Effective (1) to Very Effective (5).

1 2 3 4 5

34. If you checked Other, please fill in the following for each specified Other.

- a) What method was employed? _____

- b) Why was this method selected? _____

- c) Who suggested the employment of this method? _____

- d) What group did the person who suggested this method represent? _____
- e) Who directed the employment of this method? _____

- f) What group did the person who directed this method represent? _____
- g) Please rate the effectiveness of this method using a scale from Not Very Effective (1) to Very Effective (5).

1 2 3 4 5

- g) Where was the conference held? _____
- h) Please state who attended the conference and what group in the preparation of CBTE programs they represented.
- Name _____ Group _____
- Name _____ Group _____
- Name _____ Group _____
- i) What was the total cost of this conference? _____
- j) Please rate the effectiveness of this conference using a scale from Not Very Effective (1) to Very Effective (5).
- 1 2 3 4 5

32. If you checked General Materials, please fill in the following for each group of General Materials.

- a) What was the title of the materials? _____
- _____
- b) How were these materials selected? _____
- _____
- c) Why were these materials selected? _____
- _____
- d) What was the source of these materials? _____
- _____
- e) How were these materials used? _____
- _____
- f) What was the cost of these materials? _____
- g) Please rate the effectiveness of these General Materials using a scale from Not Very Effective (1) to Very Effective (5).
- 1 2 3 4 5

33. If you checked Skill Training Materials, please fill in the following for each group of Skill Training Materials.

- a) What was the title of the materials? _____